



---

# English Learner Updates Newsletter: COVID-19 Edition (13)

---

Information and Updates from the California Department of Education (CDE)  
English Learner Support Division

*Issue 15, September 18, 2020*

## Monthly Format:

This is the thirteenth of a **special series of COVID-19 English Learner (EL) Updates Newsletters focusing on school reopening and services for English learners**. This newsletter will be disseminated **monthly** to keep you informed of new resources and guidance for supporting the English learners you serve.

## This Issue Includes:

- **Distance Learning:**
  - Guidance on Best Practices for Distance Learning Instructional Planning
  - California Public Health Officials Guidance for Small Supervised Groups of Children
  - English Learner Roadmap Implementation for Systemic Excellence (EL RISE!) Learning Continuity and Attendance Plan (Learning Continuity Plan) Tool for Administrators
  - *CDE Teaching Multilingual Learners Online in the California Context* document
- **Assessment:**
  - Optional California Spanish Assessment (CSA) Letter Template for Parents and Guardians
  - Initial English Language Proficiency Assessments for California (ELPAC) Successfully Transitioned Online
  - 2020–2021 ELPAC Information Guide Available
  - ELPAC Remote Test Administration Guidelines Now Available
- **Educator Workforce Investment Grant (EWIG):**
  - New CDE EWIG: EL Roadmap Policy Implementation web page with grantee resources

### Continued:

- **State Seal of Biliteracy:** Pending governor’s signature: California Assessment of Performance and Progress (CAASPP) English language arts (ELA) requirement waived for 2021 graduates
- **Curriculum:**
  - Ethnic Studies Model Curriculum second field review
  - Seeking reviewers for the 2021 World Languages Instructional Materials Adoption
- **Mental Health:** Students Safety and Well-Being Youth Mental Health First Aid Virtual Training
- **Webinars:**
  - EL RISE! upcoming webinars
- **Resources:**
  - New COVID-19 resources
    - California Labor and Workforce Development Agency (LWDA) new information on COVID-19 for agricultural workers
  - Links to resources on the CDE COVID-19 web page relevant to English learners

## Distance Learning

### Guidance on Best Practices for Distance Learning Instructional Planning

On August 24, 2020, State Superintendent of Public Instruction Tony Thurmond announced that the CDE released a new tool—Guidance on Best Practices for Distance Learning Instructional Planning available on the CDE Distance Learning Instruction Planning Guidance web page at <https://www.cde.ca.gov/ls/he/hn/guidanceplanning.asp>—to support educators that are implementing distance learning instruction.

The new guidance document offers suggestions in four key areas: clear definitions of instructional models and language, an overview of required daily minutes for the 2020–21 school year and considerations for instruction both with live interaction and without live interaction, research-based principles for school districts to consider as they prepare to re-open, and ideas for how educators may structure learning.

Other topic areas include digital platforms and assessments, along with ways to support families and staff when implementing distance learning. This new guidance also includes information on the provision of ELD during distance learning.

The Implementation Tool: Guidance on Best Practices for Distance Learning Instructional Planning is the latest update to the CDE Stronger Together: Guidance for the Safe Reopening of California's Public Schools web page at <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>. More updates are expected during the upcoming school year.

Distance learning program questions should be referred to [distancelearning@cde.ca.gov](mailto:distancelearning@cde.ca.gov).

## California Public Health Officials Guidance for Small Supervised Groups of Children

The California Department of Public Health (CDPH) released guidance regarding the in-person supervision of cohorts of children or youth in educational and childcare settings, available on the CDPH Small Groups Child Youth web page at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>. A cohort is a stable group of no more than 14 children or youth and no more than two supervising adults in a supervised environment in which the adults and children stay together for all activities and avoids contact with people outside of their group in the setting. The guidance makes cohorting practices consistent and outlines the required health and safety practices needed to prevent the spread of COVID-19 across settings, such as small group learning for students with special needs and district or school "hubs" for distance learning and childcare.

The guidance applies to groups of children and youth in controlled, supervised, and indoor environments operated by local educational agencies (LEAs), non-profits, public and private schools, child care providers, recreation programs, before- and after-school programs, youth groups, and day camps.

Cohorts must be in groups as small as possible in order to limit virus transmission. This practice facilitates more efficient contact tracing in the event of a positive case and allows for targeted testing, quarantine and isolation. The guidance states:

- Cohorts must be limited to no more than 14, with no more than two supervising adults.
- Cohorts may not interact with other such groups, including interactions between staff assigned to different cohorts.
- Supervising adults should be assigned to one group and must work solely with that group.
- Cohorts must be kept separate from one another for special activities such as art, music, and exercise.
- Physical distancing between children in the same cohort should be balanced with developmental and social and emotional needs of the age group.

- Physical distancing between adults must be maintained to the greatest extent possible, and adults and students must wear face coverings, pursuant to the CDPH Schools Guidance PDF available on the CDPH web page directly at <https://files.covid19.ca.gov/pdf/guidance-schools--en.pdf>.
- One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the cohort.
- Requirements for adult to child ratios continue to apply for licensed child care programs.

It is important to note that previously issued guidance related to schools, child care, day camps, youth sports, and institutions of higher education are not superseded by this guidance and still apply to those specified settings. This guidance is available on the state of California COVID-19 Industry Guidance to Reduce Risk web page at <https://covid19.ca.gov/industry-guidance/>. Today's guidance is intended to supplement existing guidance.

The state has released a set of frequently asked questions (FAQs) on how this guidance applies to the provision of school-based targeted, specialized support for schools that are not permitted to reopen based on current state public health directives. A PDF of the FAQs is available directly on the California COVID-19 web page at <https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf>.

The California Department of Social Services (CDSS) has released a set of FAQs on how this guidance applies to childcare settings. A PDF of the CDSS FAQs is available on the CDSS web page at <https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN-20-22-CCP.pdf>.

For more information about what Californians can do to prevent the spread of COVID-19, visit the California COVID-19 website at <https://covid19.ca.gov>. California will continue to update and issue guidance based on the best available public health data and the best practices currently employed. More information about the state's COVID-19 guidance is on the CDPH COVID-19 Updates web page at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Guidance.aspx>.

## **EL RISE! Learning Continuity Plan Tool for Administrators**

The information below comes from Californians Together (CalTog), one of two CDE EWIG recipients. CalTog and its partners are known collectively as EL RISE!.

Districts have an opportunity to describe their plans for school reopening and how they will address the needs of the most vulnerable students through the development of their Learning Continuity Plans, which must be adopted by September 30, 2020. To ensure that the needs of English learners are addressed in their Learning Continuity Plans, EL RISE! encourages districts to provide a clear description and definition of the following factors.

1. **Designated and Integrated instruction in ELD.**
2. **Daily live interaction and synchronous learning time that all students will receive.**

3. **Support that will be provided to parents and families.**
4. **Social-Emotional Supports.**
5. **Alignment and articulation between early childhood education and early elementary education, with supports for dual language learners and their multilingual families.**

To support districts in incorporating these factors within their Learning Continuity Plans, the EL RISE! Initiative (made possible with the support of an EWIG to CalTog from the CDE) developed two tools aligned to the EL Roadmap.

- The **EL RISE! Reflection and Planning Tool for Administrators** provides recommended actions organized by section of the EL Roadmap.
  - This resource is available as a PDF in the EL RISE! Google Drive at [https://drive.google.com/file/d/15o9HpSgxx4o4JyTDEJYY08v184\\_as92h/view](https://drive.google.com/file/d/15o9HpSgxx4o4JyTDEJYY08v184_as92h/view).
- The **EL RISE! Learning Continuity Plans Opportunities for Addressing English Learner Needs** provides recommended actions organized by section of the Learning Continuity Plan template.
  - This resource is available as a PDF in the EL RISE! Google Drive at <https://drive.google.com/file/d/1x-h1q-79aeHhHcdtNoWX3kkDGD1Zlagc/view>.

For more information on the EWIG, visit the CDE EWIG Program web page at <https://www.cde.ca.gov/pd/ps/ewig.asp>.

## **CDE Teaching Multilingual Learners Online in the California Context Document**

The new document *Teaching Multilingual Learners Online in the California Context: Guidance on Embracing and Supporting Multilingual Learners during Distance Learning* takes each of the elements of EL Roadmap principles one and two and provides concrete actions that teachers can take to engage multilingual learners during distance learning. The document then provides resources, examples, tech tools, guidance, and/or webinars that can support teachers to enact this element during distance learning.

This document focuses on EL Roadmap principles one and two, the principles that most closely align with the work that takes place in the classroom. However, supporting multilingual learners requires work at all levels of the school system, including the support of school and district administrators.

The *Teaching Multilingual Learners Online in the California Context: Guidance on Embracing and Supporting Multilingual Learners during Distance Learning* document is available on the CDE COVID-19 EL Resources web page at <https://www.cde.ca.gov/sp/el/er/covidresources.asp> under the “Resources” tab.

This document was adapted for the California context from the WIDA Teaching Multilingual Learners Online web page at <https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online>.

If you have questions about this document, contact Gina Garcia-Smith, Education Programs Consultant, English Learner Support Division, CDE, by phone at 916-319-0265 or by email at [ggarciasmith@cde.ca.gov](mailto:ggarciasmith@cde.ca.gov).

## Assessment

### Optional CSA Letter Template for Parents and Guardians

The CSA Optional Letter Template for Parents and Guardians is now available on the CDE CSA web page at <https://www.cde.ca.gov/ta/tg/ca/csa.asp> under the heading “Test Administration.” LEA staff can use this customizable letter template to communicate individual student score information about the 2019–2020 CSA to parents and guardians.

If you have questions about the CSA, contact the CDE CAASPP Office by phone at 916-445-8765 or by email at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov).

### Initial ELPAC Successfully Transitioned Online

The Initial ELPAC has moved from a paper-pencil test to an online computer-based test and, as a result, will produce real-time results. The online test became available to school districts and charter schools on August 20, 2020.

The Initial ELPAC serves as the state’s English language proficiency assessment to identify students as English learners. The test is administered to all students whose primary or home language is not English.

Students who complete the new computer-based Initial ELPAC will be scored on the same day. For the first time, schools will immediately receive electronic Initial ELPAC Student Score Reports through the California Assessment System in the top four non-English languages for California, which include Spanish, Vietnamese, Mandarin or Cantonese (Traditional Chinese), and Filipino.

The state’s testing contractor, Educational Testing Service (ETS), will also provide the CDE a student’s English Learner Acquisition Status (ELAS) which will be made available quickly through the California Longitudinal Pupil Assessment Data System (CALPADS). This feature allows the school administrator immediate information to provide services to a student determined to be an English learner.

The new online Initial ELPAC includes the areas of listening, speaking, reading, and writing, all delivered on a computer for grades 3–12. Writing for grades K–2 will remain on paper. The online test is available the entire year.

Currently, LEAs administer the test either in-person or through co-located test administrations following the state’s social distancing guidelines due to the COVID-19 pandemic. The CDE also announced the availability of remote administration options (see information below).

or more information about the Initial ELPAC, visit the Initial ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/initialelpac.asp>.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov).

## **2020–2021 ELPAC Information Guide Available**

The new *2020–2021 ELPAC Information Guide* is available on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep> under the “Resources and Communication Materials” heading. The guide includes a “What’s New” section, which covers the following topics:

- Alternate ELPAC
- Receiving ELPAC Results
- Using Initial and Summative Assessment Results
- Initial ELPAC Domains and Task Types
- Summative ELPAC Domain and Task Types

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by phone at 916-319-0784 or by email at [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov).

## **ELPAC Remote Test Administration Guidelines Now Available**

Test administration guidelines for the administration of the fall Initial ELPAC and the optional administration of the Summative ELPAC have been posted. Complete descriptions of the different options for administering the assessments, communications for stakeholders, directions for LEAs, test examiners, parents/guardians, and students are located on the Test Operations Management System (TOMS) Important News and Updates web page at <https://ca-toms-help.ets.org/fall-admins>.

Please note that additional information regarding the kindergarten through grade two Writing domain Answer Books is located on the TOMS Important News and Updates web page at <https://ca-toms-help.ets.org/fall-admins>.

Direct questions about the fall administrations to CalTAC by phone at 800-955-2954 or by email at [caltac@ets.org](mailto:caltac@ets.org).

## **EWIG**

### **New CDE EWIG: EL Roadmap Policy Implementation Web Page with Grantee Resources**

The new CDE EWIG: EL Roadmap Policy Implementation web page at <https://www.cde.ca.gov/sp/el/rm/ewigelrmpolicy.asp> houses information and updates about the work of the two EWIG grantees which focuses on providing staff development resources and services related to the EL Roadmap Policy.

In recognition of the need to build capacity throughout the state to implement the comprehensive California EL Roadmap Policy, the California Legislature earmarked \$10 million in the EWIG. The CDE awarded two EWIG EL Roadmap Implementation grants in March 2020, just before the Coronavirus (COVID-19) pandemic led to school closures. The pandemic has elevated the need for a focused effort to provide access to high quality instruction. The two EWIG EL Roadmap Implementation grantees, CalTog and the California Association for Bilingual Education (CABE), are bringing research-based strategies and resources to administrators and educators as tools to address student, teacher, parent, and educational system needs. The grantees are also focused on increasing opportunities for learning multiple languages and dual language instruction in California.

CalTog's EL RISE! is a collaboration with two other lead agencies: Sobrato Early Academic Language (SEAL) and Loyola Marymount University's Center for Equity for English Learners (LMU-CEEL), and other agencies such as the National Resource Center for Asian Languages and 20 county offices of education.

CABE's Multilingual California Project is an effort of the Multilingual California Alliance involving five county offices of education (San Diego, Orange, San Bernardino, Fresno, and Butte) and San Diego State University along with at least 20 statewide LEAs. An advisory council comprised of renowned experts in the field of biliteracy and English learners will collaborate and support this effort.

This new web page houses links to the resources that the two grantees develop and will be updated as new resources become available.

If you have questions about the EWIG, contact Sandra Covarrubias, Education Programs Consultant, Language Policy and Leadership Office, English Learner Support Division, CDE, by phone at 916-319-0267 or by email at [SCovarrubias@cde.ca.gov](mailto:SCovarrubias@cde.ca.gov).

## **State Seal of Biliteracy**

### **Pending Governor's Signature: CAASPP ELA Requirement Waived for 2021 Graduates**

Senate Bill 820 is currently awaiting Governor Gavin Newsom's signature. SB 820 amends *EC* Section 51451(d) to state, "...For pupils who are on track to graduate in 2021 and were unable

to take the assessment identified in paragraph (2) of subdivision (a), the Superintendent may waive the requirement to pass that assessment.” The assessment named in paragraph (2) of subdivision (a) is the CAASPP ELA at the “standard met” level or above. This means that, pending Governor Newsom’s signature, the requirement to demonstrate English proficiency by passing the CAASPP ELA at the “standard met” level or above will be waived per *EC* Section 51461(d) for 2021 graduates who were not administered the CAASPP ELA during the 2019–20 school year due to COVID-19 related school closures. Therefore, pending Governor Newsom’s signature, 2021 graduates must demonstrate English proficiency for the State Seal of Biliteracy by completing all ELA requirements for graduation with an overall grade point average of 2.0 or above in those classes (*EC* Section 51461[a][1]).

The CDE State Seal of Biliteracy FAQs web page at <https://www.cde.ca.gov/sp/el/er/ssbfaq.asp> has been updated to reflect the new requirements for 2021 graduates. These new requirements will take effect when Governor Newsom signs SB 820.

If you have questions about the State Seal of Biliteracy, contact Gina Garcia-Smith, Education Programs Consultant, English Learner Support Division, CDE, by phone at 916-319-0265 or by email at [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov).

## Curriculum

### Ethnic Studies Model Curriculum Second Field Review

Members of the public are invited to submit comments on the revised draft of the Ethnic Studies Model Curriculum. All written comments will be forwarded to the members of the Instructional Quality Commission (IQC) and the State Board of Education (SBE) prior to their action upon the draft model curriculum. Personal contact information such as emails, phone numbers, and addresses will be redacted. Duplicate comments (e.g., form letters or preprinted postcards) may be tallied and posted as a single copy with a note indicating the total number received.

The public comment period is open from September 1 to 30, 2020.

For directions on how to submit comments via email, phone, or mail, and to review the current draft, visit the CDE Ethnic Studies Model Curriculum Second Field Review web page at <https://www.cde.ca.gov/ci/cr/cf/esmc2ndfieldreview.asp>.

If you have questions about the Ethnic Studies Model Curriculum or the field review, contact the CDE Curriculum Frameworks and Instructional Resources Division by phone at 916-319-0881 or by email at [CFIRD@cde.ca.gov](mailto:CFIRD@cde.ca.gov).

### Seeking Reviewers for the 2021 World Languages Instructional Materials Adoption

The CDE and SBE are seeking reviewers to participate in the 2021 World Languages Instructional Materials Adoption. Reviewers will evaluate the instructional materials for

alignment to the California World Languages Standards and the newly revised *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*, utilizing the standards maps and evaluation criteria maps that have been approved by the SBE for this adoption.

More information and the online application may be found on the CDE World Languages Instructional Materials web page at <https://www.cde.ca.gov/ci/fl/im>.

## **Mental Health**

### **Student Safety and Well-Being Youth Mental Health First Aid Virtual Training**

The Youth Mental Health First Aid (YMFA) training is sponsored by the CDE and is made possible through funding from the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) through the Project Advancing Wellness and Resilience in Education State Educational Agency and the U.S. Department of Justice's Stop School Violence Act Program. California's Project AWARE-SEA (Project Cal-Well) is a consortium of the CDE and three grantee LEAs: Humboldt County Office of Education and Del Norte Unified School District; Sacramento County Office of Education and Paradise Unified School District; and Stanislaus County Office of Education. Participant manuals generously donated by the local chapters of the American Foundation for Suicide Prevention and instructor stipends generously donated by Blue Shield of California.

#### *Training Content*

The YMFA training teaches participants how to identify, understand, and respond to signs of mental illness and substance use disorders in youth. This training gives adults the skills they need to reach out and provide initial support to children and adolescents (ages 6–18) who may be developing a mental health or substance use problem and help connect them to the appropriate care.

#### *Intended Audience*

Anyone can take the YMFA course, but it is ideally designed for adults who work with young people, ages 6–18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

#### *Training Logistics*

This training will be provided virtually.

Participants will be required to complete two hours of self-paced instruction prior to the instructor-led learning.

Content from this training supports Local Control and Accountability Plan—Priority Area: Student Engagement and School Climate.

Space is limited to 30 participants per training. Multiple trainings can be delivered simultaneously. For more information or to schedule a training, send a message to [YMHFA@cde.ca.gov](mailto:YMHFA@cde.ca.gov).

## Webinars

### EL RISE! Communities of Practice Webinar Series for Administrators

**Date:** The final webinar in the series will take place on September 29, 2020, from 4 to 5:30 p.m.

**Description:** The EWIG EL Roadmap subgrantee, CalTog, and its partners, known collectively as EL RISE!, are hosting a three-part leadership webinar series. This series is designed to address immediate needs of school leaders and administrators in opening schools with a focus on meeting the needs of English learners in distance learning. Administrators may select to participate in one, two, or all three webinars. All webinars will be archived for asynchronous access.

Webinars in the administrator series:

- **Developing Learning Continuity and Attendance Plans that Embrace our English Learners** (August 18, 2020—see above for links to materials and recording)
- **Reopening School Districts: Embracing Our English Learners** (August 25, 2020—see above for links to materials and recording)
- **Supporting Families and Knitting Strong Home-School Partnerships in Pandemic Era** (Tuesday, September 29, 2020, 4–5:30 p.m.)

**Link:** To register for one or more of the webinars in this series, fill out the EL RISE! Google form at <https://bit.ly/3g8jGxr>.

### EL RISE! Meeting the Needs of English Learners in Distance Learning

**Date:** See information below for the last two webinars in this series of three. Webinars will take place on September 23, 2020; September 24, 2020; and September 30, 2020. All webinars are scheduled from 2:30 to 4:30 p.m.

**Description:** The EWIG EL Roadmap subgrantee, CalTog, and its partners, known collectively as EL RISE!, are hosting a three-part teacher webinar series. This fall webinar series for kindergarten through grade six educators is designed to address the immediate needs of teachers in meeting the needs of English learners in distance or hybrid learning contexts. Teachers may select one, two, or all three webinars for participation.

- **Welcoming, Inclusive, and Affirming Classrooms for English Learners** (September 9, 2020—recording and materials coming soon)
- **Critical Conditions for English Learners in Distance Learning** (September 23, 2020, 2:30–4:30 p.m.)

- **Creating and Sustaining Family Partnership in Distance Learning** (September 24 or 30, 2020, 2:30-4:30 p.m.)

**Link:** To register for one or more of the webinars in this series and get a detailed description of each event, please visit <https://bit.ly/3fAt6Rj> and fill out the Google form.

## COVID-19 Resources and Information

### New Resources

#### *California LWDA New Information on COVID-19 for Agricultural Workers*

The California LWDA released information on COVID-19 for agricultural workers. This web page includes information on prevention, workplace safety, retaliation protection, and information for those who are sick or quarantined.

This web page is available in Spanish at <https://www.labor.ca.gov/coronavirus2019/campo> and in English at <https://www.labor.ca.gov/coronavirus2019/campo/english>.

If you have questions about these resources, contact the LDWA using the information on their contact page at <https://www.labor.ca.gov/about/contact-us>.

### Links to Resources Relevant to English Learners on the CDE COVID-19 Web Page

For the latest updates on information and resources regarding COVID-19 and California's response, visit the CDE Coronavirus Response and School Reopening Guidance web page at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>.

For questions regarding English learner programs and services, please contact the English Learner Support Division by email at [ELSD@cde.ca.gov](mailto:ELSD@cde.ca.gov) or by phone at 916-319-0938. You may also visit the CDE English Learners web page at <https://www.cde.ca.gov/sp/el/>.

To subscribe to the EL Updates Listserv and receive this newsletter along with other updates, send a blank email to [join-english-learner-updates@mlist.cde.ca.gov](mailto:join-english-learner-updates@mlist.cde.ca.gov).

